

**ORTHOGRAPHIC ERROR COMMITTED BY THE FIFTH SEMESTER STUDENTS
OF ENGLISH AND LITERATURE DEPARTMENT OF ADAB AND HUMANITIES
FACULTY**



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ABSTRACT

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This research discussed about the orthographic transcription that aimed to find out the phonetic transcription error and to describe the position error in orthographic transcription made by the fifth semester students. This research focused on the Jose's theory about orthographic errors namely addition, deletion, vowel change and three positions of the orthographic error. The researcher applied qualitative method in revealing the data and used purposive sampling as the sampling technique. The researcher used test as the instrument to get the valid data. The researcher revealed that three kinds of error were found namely; addition consists of 11 words, deletion consists of 28 and vowel change consist of 46 words and three positions of error were in initial 45 times, middle 119 times and final 113 times. So, the researcher concluded that the most error that students made is vowel change, and the most position of error is middle position.

Keywords: *Orthographic, Transcription, Error, Phonetic.*

CHAPTER I

INTRODUCTION

A. Background

There are four differences parts of linguistics, these are phonology, morphology, syntax and semantics. There are two sub disciplines in linguistics which deal with sound, namely phonetics and phonology, and to fulfil the aim of his book, which is to provide an outline of the sounds of various English accents and how those sounds combine and pattern together, we will need aspects of both, (McMahon, 2002: 1).

One of important thing of linguistic is phonology. As we know that phonology is study about sound that how sounds organized in particular language, (Penevova & Hana, 2010: 1). So, in phonology we learn about how to produce the sound and learn about the place of outgoing of letter.

Basically, speech sound is pronounced with internally (voluntarily) is need a good pronunciation or movement in some speech organs. Pronunciation has occupied quite an important place in the field of language teaching much research has been conducted in the area.

However, it has always been perceived as less popular compared to other aspects of language learning, like grammar, vocabulary, writing and so on. The study of the pronunciation of words is part of the field of phonetics, the study of the speech sounds used in the languages of the world. We model the pronunciation of a word as a string of symbols which represent phones or segments, (Jurafsky and Martin, 2007: 1).

One of the reason the researcher chooses this case because sometimes students speak carelessly, they usually don't care about the phonetic how to pronounce the word. Whereas caring of phonetic is important, because people have to give the right to each letter and it can make interlocutor can understand what people say. Therefore, students should learn about the pronunciation to make our partner understand well. When students speak they intend the listeners to understand what words have uttered. Sometimes student speak is not suitable with the transcription. Pronunciation closely related with knowing about the IPA (International Phonetics Alphabet). Only by studying both the phonetics and phonology of English is it possible to acquire a full understanding of the use of sounds in English speech, (Roach, 2000: 4).

As Allah swt commanded to us for reciting Al-Qur'an with a good tajweed. People should recite Al-Qur'an with the good tajweed, because if people recite with a wrong tajweed it will change the meaning of Al-Qur'an. Similarly, when people speak, they should speak clear with a good pronunciation, so the interlocutors can understand well. As Allah swt says in the holy Qur'an surah Al- Muzzammil (73: 4):

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

*“Or a little more; and recite the Qur'an (aloud) in a slow, (pleasant tone and)
style”*

In tafsir Ibnu Katsir (2010), Ummu Salamah r.a, when she was asked about the reading of Rasulullah SAW, she answered, when Rasulullah recites the holy Qur'an, he will stop in every ayat.

Quraissy Shihab (469: 2004) in tafsir Al- Mishbah explained that command to recite the holy Qur'an slowly is the command to make the letter that people read clear, start and end in its each place. So, the listener and reader can understand the content of ayat. It is supported by Sayyidina Ali bin Abi Thalib in tafsir Qarabasy (5: 2005) that the intended of the tartil is tajweed, and reciting the holy Qur'an with a good tajwid is *fardhu 'ain*.

So, the reason why the researcher chooses this ayat because this ayat discuss about *makhrijul huruf* and tajweed, how recite the holy Qur'an with tartil and also this research people should be speaking and writing need to be well and care about phonetic and pronunciation in order that the interlocutors can understand what people said.

Phonetic transcription is concerned with how the sounds used in spoken language are represented in written form. The medium of sound and the medium of writing are of course very different, having absolutely no common forms or substance whatsoever, but over the ages people have found ways to represent sounds using written symbols of one kind or another, ways that have been more or less successful for their purposes, (Heselwood, 2013:1).

Phonetic Transcription is used in phonetic symbols to represent speech sounds. Ideally, every sound in a spoken utterance is represented by a written phonetic symbol (transcription), so as to furnish a record sufficient to render possible the accurate reconstruction of the utterance.

Students can write the transcription of the sentence or vocabularies through orthographic transcription. English orthography is the writing system conventions used to represent spoken English in written form that allows readers to connect spelling to sound to meaning. It is synthesis between spoken and written that use this to see the ability of the students.

B. Research Question

Based on the previous background, a problem needs to be answered by the writer as follows:

1. How are the phonetic transcription errors made by the fifth semester students in orthographic transcription?
2. What are the positions of error in orthographic transcription made by the fifth semester students?

C. Objective of the research

Based on the research question, so that object of the research as follows:

1. To find out the phonetic transcription error made by the fifth semester students in orthographic transcription.
2. To know the positions of error in orthographic transcription made by the fifth semester students.

D. Significance of the study

Practically, the function of learning Phonetic Transcription is to encourage students to have a good pronunciation. And not all of students can know about symbol in each words they used when they speak and used its word.

Theoretically, the students will know about the IPA (International Phonetic Alphabet), and students can know about the ortographic transcription which has two aspects namely written and sound, and it can be applied in learning phonetics transcription.

E. Scope of the Study

The researcher focused on the error word in writing and reading the phonetic transcription and the researcher sees the error of word in the sentence especially error in the consonant and vowel and based on International Phonetic Alphabet of American English Pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Finding

There are some researches that relates with my research are:

El-Hibir and Fayeze (2007) in their thesis, “Orthographic Errors of Saudi Students Learning English”. They collected the data from subjects’ English composition papers, written quizzes and exercise with open-ended question. They classified the error into three kinds. Firstly, word reduction, whereby a silent, unstressed or redundant letter is omitted. Secondly, word expansion by adding a vowel and word expansion by joining the indefinite article a following word. Thirdly, interference between speech sounds.

Yamazaki (2011) in her thesis, “Improving Orthographical Errors in Kanji: Integrating Calligraphy Methods into the JFL Classroom”. She investigated about the issues in the orthographical error Japanese as a foreign language (JFL) Learners’ face when learning to write kanji. She used test to see the error of the learners. She analyzed JFL learners’ hand written Kanji by investigating the presence of the orthographical Kanji Error and examining whether or not Kohitsu calligraphic material to improve the issues that are observed in the first analysis. In particular, she wants to investigate two objectives of the research are determining what problems and errors in their written Kanji and to see if there is any improvement in their Kanji production when they use specialized Kohitsu Kanji practice sheets.

Sipra (2013), in his journal, "Impact of English Orthography on L2 Acquisition". He found about orthographic in two languages those are Urdu and consonant English. This study focus on the problem that was caused by the vowel English which is caused with the wrong assumption. So, in his study, he concluded about the important of the awareness of English phonology to avoid the mistake of L2 phonology.

His object is the student in Elementary School. So, he found that phonetic and phonology must be a part of syllabus in Elementary School. In order that they can aware about the important of phonology and phonetic before they reading or writing.

Based on the threeresearchers of previous finding above who have the similarity with this research in linguistics, especially three of research discuss about the orthographic. Two of them discuss about orthographic error and the third research discuss about using orthographic become footnotes. The first and the second research have same participants are learners and the third research focus on the students' error in vowel and consonant. The first research use test but in the form of written quizzes same with the second research uses test to see the orthographical error in learners' hand written.

B. Pertinent Ideas

I. Pronunciation

Kelly(2000:1) in Yosep KusumaWibawa (2014: 10)is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features. Meanwhile, Goodwin as cited in Celce-Murcia (2006:117) in Yosep Kusuma Wibawa (2014: 10) states

that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, the student does not need to pronounce like the way native speaker do. However, the student need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation.

Hence, pronunciation needs to be taught to students. Student that has a good pronunciation so the interlocutor can understand what speaker say. So, that's why it is important term students should learn. In the same manner as Seidlhofer (1995) in Celce-Murcia (2006:117) states "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts". So, it is important to introduce the pronunciation to student with interpersonal as Seidlhofer said.

According to Krapp and Tucker (2003: 1). There are 22 American English consonants and 25 vowels, these are:

American English Consonant					
/b/	Bib	[bɪb]	/j/	Yawl	[jɔ:l]
/d/	Did	[dɪd]	/k/	King	[kɪŋ]
/g/	Gig	[gɪg]	/l/	Land	[lənd]
/h/	House	[haʊs]	/m/	Man	[mæn]
/n/	Not, knot	[nat]	/s/	Best	[best]

/ŋ/	Sing	[sɪŋ]	/z/	Rise	[raɪz]
/p/	Tap	[tæp]	/ʃ/	Wish	[wɪʃ]
/r/	Very	[vɜrɪ]	/ʒ/	Pleasure	[ˈpleʒər]
/t/	Talk	[tɔ:k]	/f/	Stiff	[stɪf]
/θ/	Thing	[θɪŋ]	/v/	Drive	[draɪv]
/ð/	That	[ðæt]	/w/	Wet	[wet]
American English Vowel			Diphthong		
/ɑ/	Not	[nɑt]	/aʊ/	House	[haʊs]
/ɑ:/	Father	[ˈfɑ:ðər]	/oʊ/	Go	[ɡoʊ]
/ɑ:/	Fast	[fɑ:st]	/eɪ/	Play	[pleɪ]
/æ/	Hat	[hæt]	/ɔɪ/	Boil	[bɔɪl]
/e/, /e./, /e:/	Vacation	[veˈke.ʃən]	/aɪ/	Ride	[raɪd]
/ɛ/	Get	[ɡet]	/ju/	Mute	[mjut]
/ɛ:/	There	[ðɛ:r]			
/ə/	About	[əˈbaʊt]			

/i/,	Expediency	[ɛks'pidiənsɪ]			
/i./,	Freedom	['fri.dəm]			
/i:/	Free	[fri:]			
/t/	Sit	[sɪt]			
/ʌ:/	Hurt	[hʌ:t]			
/o/,	Locomotive	['ləʊkə'mo.tɪv]			
/o./,	Note	[nə:t]			
/o:/					
/ɔ/	Auditory	['ɔdɪ'tɔrɪ]			
/ɔ:/	Law	[lɔ:]			
/u/,	Altruistic	[æltru'ɪstɪk]			
/u:/	True	[tru:]			
/ʊ/	Bush	[bʊʃ]			
/ʌ/	But	[bʌt]			

2. Phonetics Transcription

Phonetics is concerned with how sounds are produced, transmitted and perceived (people will only look at the production of sounds). In other words, phonetics is about sounds of language, phonology about sound systems of language, (Forel &Puskás, 2005: 3).

Because of that students need to learn about phonetic to produce the sound and students need the ability of phonetic to do verbal communication correctly. In the same manner as Wells (2000: 1) says that phonetic transcription symbols that is using to represent the speech sound. To know the important of phonetic transcription needs the understanding to the concept of verbal language. The verbal language is the phonetic objective study. The transcription system will in general reflect the phonetic analysis imposed by the transcriber on the material. In particular, the choice of symbol set will tend to reflect decisions about segmentation of the language data and its phonemicization or phonological treatment.

To show students how a given word or phrase should be pronounced, a phonetic transcription can be used prescriptively that the transcription can represent a precise, standard pronunciation, independent of the individual or regional accent of any teacher or audio recording. The phonetic transcription is a mean used the pronunciation in written or printed text. It is often based on special characters and glyphs assigned to the sounds, (Polachova, 2006:7).

3. Orthographic Transcription

Orthographic Transcription is one of the theory of phonetics transcription. When the piece of spoken language is written down using spelling conventions it is the expression elements of the corresponding written language which are being written. As has been expressed by Khalilzadeh (2014:3) English orthography is

known for its irregularity, which makes it difficult for the students to guess the correct pronunciation of words.

It is supported by Heselwood (2013:32) that orthographic transcription of a word will be the same regardless of how pronunciation of the word might vary within and across speakers, because it is the orthography that determines how the word will be written. So, learning about orthographic transcription it means that learn about two aspects are sound and written. How to write the sound with the certain symbol Orthographic transcripts often stand alone, in speaking analysing, the transcribing rules for this layer also include the flexibility to indicate basic information about segmental and suprasegmental aspects of speech and some nonverbal behaviors, (Muller, 2006: 15). It has a same opinion between Khalilzadeh and Muller said that orthographic transcription is difficult because it is irregularity or flexibility.

Another opinion with the Snider (2001:6) in Schroeder (2008:51) in orthography design, try something and then test it thoroughly. If you know about how to identify it, so you will be able to assess the accuracy of the linguistics analysis the social acceptability of the writing system, its readability, and even write ability. Orthographic transcription of a more logographically oriented language such as chinese makes even more obvious the fundamental difference between transcribing the expression elements of spoken language and writing the expression elements of the corresponding written language.

In this research will see the error of the students in orthographic and the position of error in orthographic transcription. So, orthographic error are cognitive errors

consisting of the substitution of a deviant spelling for a correct one when the writer simply doesn't know the correct spelling of a particular word or forgot it or misconceived it. Orthographic Error also committed because of mispronunciation, uncommon words, borrowed words and position of phoneme. (Jose (2014: 2). In addition to error writing through orthographic transcription the researcher also see about the spoken is mispronunciation. For the mispronunciation there are three position usually error are addition of new phoneme, deletion where sounds disappear or are not clearly, vowel change is combination between addition and deletion vowel. Errors committed through uncommon words, error usually happens because of unknowing about spelling words, the technical of words, and borrowed words but it seldom to speak. Error committed through borrowed words because of many words in English are borrowed from other languages. There are three positions of phoneme, they are initial, medial and final, based on that the researcher sees the error in position.

4. Error Analysis

The fact that learners do make errors, and that these errors can be observed, analysed, and classified to reveal something of the system operating within the learners, it is caused study of learners' errors, called error analysis, (Brown, 2000: 218). Error analysis is one of type of linguistics analysis that focuses on the errors that learners make. It is often happening in student that learn about the second language but also error sometimes did by the native speaker. There are two aspects of that usually make students to do the error, these are competence and performance. So,

the researcher can conclude that sometimes students have competence in write the phonetic transcription but they don't have performance to pronounce the symbol.

Another opinion that there are several types of error according to Corder (36: 1981) these are error of omission where some element is omitted that should be present, errors of addition where some element is present that should not be there, errors of selection where the wrong item has been chosen in place of the right one, errors of ordering where some elements presented are correct but thes are wrong in sequence. According to Richards et al (1992) in Khansir (2012: 3) say that the study of error are used in order to identify strategies which learners use in language teaching, identify the causes of learners error and obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials.

According to Lennon in Brown (2000: 223) states that there are two dimensions of error that has relation, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse), and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence.

Nowadays some errors usually happen in production of sound and writing the phonetics symbol. As indicated by Safraz (2011) et al in Gustilo and Magno (2012: 3) state that a consequence of the emphasis on the evaluation of the essay, there is no wonder why almost inseparable in L2 text analysis is focused on the learner made a mistake in relation to the performance of their writing. Due to this research use

orthographic transcription that contains two aspects are spoken and written, so it has relation with the pronunciation. Sometimes there are error in reading the phonetics symbol to know about the pronunciation and that is not easy task. The statement is supported by Binturki (2008: 1) that there are some factors that contribute to the errors second language learners produce, especially in the area of pronunciation.

5. International Phonetics Alphabet

The International Phonetic Association was founded in 1886 and it is the older organization of phoneticians. In phonetic transcription the researcher has to based on the IPA (International Phonetic Transcription). To provide a more efficient means of describing speech, phoneticians have devised a set of symbols, known as the International Phonetic Alphabet (IPA). (International Phonetic Association 2007: 15)

The aim of the International Phonetic Association is to promote the study of the science of phonetics and the various practical applications of that science. International Phonetic Alphabet (IPA) transcription can use to learn consistent about the sounds of a particular language, (Dekaney, 2014:79). Every symbol shows a single sound and every sound is showed by a single symbol (or digraph). It is ordinary to attach phoneme (different sound) in / /, (Walker, 2005:17). With the International Phonetic Alphabet (IPA) it can make easy to learn about English subject especially in phonetics, because in IPA symbol contains all of the symbols vowels and consonants of world. And also IPA symbol can help student to sharp the pronunciation better.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and explains about the research method, instrument of the research, procedure of data collection, and technique of data analysis that used in this research.

A. Research Method

The method is the important thing in the research with the aim to lead researcher. This research used qualitative method. Williams (2007: 3) says that qualitative method is a holistic approach that involves discovery. One of the identifiers in qualitative research is the social phenomenon being investigated from the participants' viewpoint.

Qualitative method is explained by the word, so it means that the result of the research will explain or describe. So, descriptive research is descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables, it can only report what has happened or what is happening, (Kothari, 2004: 2-3).

B. Subject of the Research

In this research, the researcher chose students of the fifth semester of English Literature Department of UIN Alauddin Makassar in academic year 2015/2016 as respondents. There are four groups divided into two classes, it consist of AG 1 & 2

(45 students) and AG 3 & 4 (42 students). So, the total of population is 87 students, but the researcher only took the data from AG 1&2 as much 10 students.

In this research, the researcher used purposive sampling technique. In this case, according to Palys (2008: 697) purposive sampling is the synonymous with the qualitative research. Another opinion, Etikan and Bala (2017) said that the sampling design is based on the judgement of the researcher who will give a good information for achieving objective study. People who do the research should focus on people with the same opinion to get the information that researcher need and willing to share it. So, it means that the researcher chooses students with the suitable criteria for recruiting participants, which has a good score in phonology, have a good pronunciation.

C. Instrument of Research

In this research the researcher used test as instrument. The aim of giving test is to know about the students' ability in learning phonetic transcription. This method will be used to analyze the data that have been collected. In test consists of 10 sentences. The way of distributing test, students should write and read the phonetic transcription then they will be recorded when they read the phonetic, then the researcher gave time about one hour but the students cannot finish it at the time. So, the researcher gave the addition time to finish the test.

D. Procedure of Data Collection

As for data collection, the writer applied several procedure as follows:

1. The researcher gave the direction before doing the test.
2. The researcher distributed the paper to students and it consist of 10 sentences.
3. The researcher gave the time to write and read the phonetic transcription.
4. After write the phonetic transcription, the researcher asked by one to read the phonetic transcription then the researcher will record them.
5. After the students do the test, researcher asked them to submit their paper

E. Technique of Analyzing Data

In analyzing the data, the writer used orthographic transcription error written by Jose (2014: 1) that is classified the kinds of error are deletion, addition and vowel change, and three positions of error. It is supported with the Corder's theory that classified error into 4 types these are error of omission, error of addition, error of selection and error of ordering. It is quite different with Corder's theory. The researcher analysed based on American English Pronunciation.

CHAPTER IV

FINDINGS AND DISCUSSION

This part deal with the analysis on the data findings and discussions about orthographic errors in write and reading sentence produced by the fifth semester students. Further presentation about the case are presented in the description below.

1. Findings

In this point, the researcher presents the data were collected from the fifth semester students in English and Literature Department of Adab and Humanities Faculty 2015/2016 Academic Year in writing and reading phonetic transcription. The findings of this research use test in process of collecting the data.

a. Test

The table below presents the test result from 10 students of the fifth semester. In this test the researcher found deletion, addition, vowel change and position, and there are three positions of error are initial, medial and final. The description of orthographic error is presented in table below:

Table 1. Kinds of Orthographic Errors

To know about the table the researcher give the explanation of the abbreviation below, these are: “Ad” means addition, “Del” means deletion, and “Vc”

vowel change, for the “P” means position, there are three positions “I” means initial, “M” means middle and “F” means final.

From process of the test the fifth semester students, the researcher find out that kinds of orthographic errors are 3.

1. Error made by the fifth semester students

There are 10 sentences that researcher give to the students as test, from that sentences the students cannot finish the test until 10 sentences but just can finish five until seven sentence, and most of them just finish 5 sentences so the researcher just take 5 sentences to analyse. The error words will be further explained on the table below:

Table 1.0 Writing the Phonetics Transcription

No.	Number of Student	Sentence	Number of Datum	Words with Wrongly Phonetic Transcription	Errors			
					Ad	Del	Vc	P
1.	1 st Student	I will try to help you more in the near future	D1	To /tɔ/			√	F
		/aI/ /wIl/ /traI/ /tɔ/ /hɛ:p/ /ju:/ /mɔr/ /In/ /ðə/ /nIər/ /fju:tʃə/	D2	Help /hɛ:p/		√		M
		I will be able to play soccer again	D3	Able /æbl/		√		M
		/aI/ /wIl/ /bi/	D4	Soccer /sɔkə:r/			√	M

		/æbl/ /tu:/ /plei/ /sɒkə:r/ /əgeɪn/	D5	Again /əgeɪn/	✓			M
		He will not dare to run away from his responsibility /hi/ /wɪl/ /nɒt/ /dɛ:r/ /tɒ/ /rʌn/ /əwei/ /frɒm/ /hɪs/ /rɛspɒnsɪbɪlɪtɪ/ /	D6	Not /nɒt/			✓	M
			D7	Dare /dɛ:r/			✓	M
			D8	To /tɒ/			✓	F
			D9	From /frɒm/			✓	M
		I wonder how much does this count from their point of view /aɪ/ /wʌndɛ:r/ /hʌw/ /mʌtʃ/ /dʌs/ /ðɪz/ /kaʊnt/ /frɒm/ /ðeər/ /pɔɪnt/ /əv/ /vju:/	D10	Wonder /wʌndɛ:r/			✓	M
			D11	How /hʌw/		✓		M-F
			D12	Does /dʌs/			✓	F
			D13	This /ðɪz/			✓	F
			D14	From /frɒm/			✓	M
			D15	View /vju:/			✓	M
			D16	Go /gɔ/		✓		F
		I suggest you go there and try to settle things before it's too late /aɪ/ /sʌdʒəs/ /ju:/ /gɔ/ /θɛ:r/ /ɛn/ /traɪ/ /tɒ/ /setl/ /əɪn:s/ /bɪfɔ:r/ /ɪts/ /tu:/ /leɪt/	D17	There /θɛ:r/			✓	M
			D18	And /ɛn/			✓	I
			D19	To /tɒ/		✓		F
			D20	Settle /setl/		✓		M
2.	2 nd Student	I will try to help you more in the near future aɪ/ /wɪl/ /traɪ/	D21	To /tɒ/			✓	F

		/t/ /hɛ:p/ /ju:/ /mɔ:r/ /In/ /ðə/ /nlər/ /fju:ʃə/						
	I will be able to play soccer again	D22	Able /'eɪbl/		✓			M
	/aɪ/ /wɪl/ /bi/ /'eɪbl/ /tu/ /pleɪ/ /sɒkə:r/ /əɡeɪn/	D23	To /tu/			✓		F
	He will not dare to run away from his responsibility	D24	Not /na:t/	✓				M
		D25	Dare /der/		✓			M
	/hi/ /wɪl/ /na:t/ /der/ /tu:/ /rʌn/ /əweɪ/ /frəm/ /hɪz/ /rɛspɒnsɪbɪlɪtɪ/ /	D26	To /tu:/			✓		F
	I wonder how much does this count from their point of view	D27	Their /ðer/		✓			M
	/aɪ/ /wʌn.dər/ /haʊ/ /maʊt/ /daʊ/ /ðɪs/ /kaʊnt/ /frəm/ /ðer/ /pɔɪnt/ /əv/ /vju:/							
	I suggest you go there and try to settle things before it's too late	D28	Suggest /sə'dʒəst/		✓			M
		D29	There /ðər/		✓			M
		D30	And /ən/			✓		I
	/aɪ/ /sə'dʒəst/ /ju:/ /goʊ/	D31	To /tu:/			✓		F

		/ðər/ /ən/ /traɪ/ /tuː/ /'setl/ /əɪnːs/ /bɪfɔːr/ /its/ /tuː/ /leit/	D32	Settle /'setl/		✓		M
3.	3 rd Student	I will try to help you more in the near future /aɪ/ /wɪl/ /traɪ/ /tuː/ /help/ /juː/ /mɔːr/ /ɪn/ /ðə/ /nɪər/ /fjuːʃə/	D33	To /tuː/			✓	F
		I will be able to play soccer again /aɪ/ /wɪl/ /bi/ /'eɪbl/ /tuː/ /pleɪ/ /sɒkər/ /ə'gen/	D34	Able /eɪbl/		✓		M
			D35	To /tuː/			✓	F
			D36	Soccer /sɒkər/			✓	M
		He will not dare to run away from his responsibility /hi/ /wɪl/ /nɒt/ /deər/ /tuː/ /rʌn/ /əwei/ /frɒm/ /hɪs/ /rɪspɒnsə,bɪlə ti/	D37	Not /nɒt/			✓	M
			D38	To /tuː/			✓	F
			D39	Responsibility /rɪspɒnsə,bɪləti/			✓	M
		I wonder how much does this count from their point of view /aɪ/ /wʌn.dər/ /hau/ /maʊt/ /dʌs/ /ðɪz/	D40	How /hau/			✓	F
			D41	This /ðɪz/			✓	F
			D42	Their /ðɛɪr/			✓	M

		/kəʊnt/ /frəm/ /ðəɪr/ /pɔɪnt/ /əv/ /vjuː/						
		I suggest you go there and try to settle things before it's too late /aɪ/ /sa'dʒest/ /juː/ /gəʊ/ /ðeər/ /and/ /traɪ/ /tuː/ /'setl/ /əɪnːs/ /bi'fɔːr/ /its/ /tuː/ /leɪt/	D43	Suggest /sa'dʒest/			✓	M
			D44	Go /gəʊ/			✓	F
			D45	And /and/			✓	I
			D46	To /tuː/			✓	F
			D47	Settle /'setl/		✓		M
4.	4 th Student	I will try to help you more in the near future /aɪ//wɪll/ /traɪ/ /tə/ /help/ /juː/ /mour//ɪn//ði/ /nɪːr/ /fjuːtʃə/	D48	Will /wɪll/	✓			F
			D49	More /mour/	✓			M
			D50	The /ði/			✓	F
			D51	Near /nɪːr/		✓		M
			D52	Able /eɪbəl/			✓	M
		I will be able to play soccer again /aɪ/ /wɪll/ /bi/ /eɪbəl/ /tuː/ /pləɪ/ /zɒkər/ /ə'geɪn/	D53	To /tuː/			✓	F
			D54	Play /pləɪ/			✓	M
			D55	Soccer /zɒkər/	✓			I-M
			D56	Will /wɪll/	✓			F
			D57	Not /noʹ/		✓		F
		He will not dare to run away from his responsibility	D58	Dare /der/		✓		M

		/hi/ /wɪll/ /noʹ/ /der/ /tu:/ /ran/ /eweɪ/ /from/ /hɪs/ /responsibiliti/ /	D59	To /tu:/			√	F
			D60	Run /ran/			√	M
			D61	Away /eweɪ/			√	I
			D62	From /from/			√	M
			D63	His /hɪs/			√	F
			D64	Responsibility /responsibility/			√	M
		I wonder how count from their point of view /aɪ/ /wəndəʹ/ /haw/ /matc/ /das/ /ðɪs/ /kaʊnt/ /from/ /ðeər/ /pɔɪnt/ /ɔf/ /vju:/	D65	Wonder /wəndəʹ/		√		M-F
			D66	How /haw/			√	F
			D67	Much /matc/			√	F
			D68	Does /das/			√	F
			D69	From /from/			√	M
			D70	Of /ɔf/			√	I
		I suggest you go there and try to settle things before it's too late /aɪ/ /səg'dʒest/ /ju:/ /gɔ:/ /ðeər/ /and/ /traɪ/ /tu:/ /'setl/ /əɪn:s/ /bi'fɔ:r/ /its/ /tu:/ /leit/	D71	Go /gɔ:/		√		F
			D72	And /and/			√	I
			D73	To /tu:/			√	F
			D74	Settle /'setl/		√		M
5.	5 th Student	I will try to help you more in the near future	D75	To /tu/			√	F

		/aI/ /wII/ /traI/ /tu/ /help/ /ju:/ /mɔ:r/ /In/ /ðə/ /niər/ /fju:tʃə/						
	I will be able to play soccer again /aI/ /wII/ /bi/ /æbl/ /tɔ/ /plei/ /sɔkə:r/ /əgʒin/	D76	Able /æbl/		√		I-M	
		D77	To /tɔ/			√	F	
		D78	Soccer /sɔkə:r/			√	M	
		D79	Again /əgʒin/	√			M	
	He will not dare to run away from his responsibility /hi/ /wII/ /nɒt/ /dɛ:r/ /tɔ/ /rʌn/ /əwei/ /frɒm/ /hIs/ /respənsɪbɪlɪtɪ/	D80	Not /nɒt/			√	M	
		D81	Dare /dɛ:r/		√		M	
		D82	To /tɔ/			√	F	
		D83	His /hIs			√	F	
	I wonder how much does this count from their point of view /aI/ /wɒndʒ:r/ /hʌw/ /mʌʃ/ /dʌs/ /ðIz/ /kaʊnt/ /frɒm/ /œɪr/ /pɔɪnt/ /əf/ /viu:/	D84	Wonder /wɒndʒ:r/			√	M	
		D85	How /hʌw/			√	F	
		D86	Does /dʌs/			√	F	
		D87	This /ðIz/			√	F	
		D88	From /frɒm/			√	M	
		D89	Their /œɪr/	√			M	
		D90	Of /əf/			√	I	
		D91	View /viu:/			√	M	
	D92	Suggest /sʌdʒəs/		√		M		

		try to settle things before it's too late	D93	Go /gɔ/		✓		F
			D94	There /θɛ:r/			✓	I-M
		/aI/ /sʌdjəs/	D95	And /ɛn/		✓		I
		/ju:/ /gɔ/	D96	To /tɔ/			✓	F
		/θɛ:r/ /ɛn/	D97	Settle /setl/		✓		M
6.	6 th Student	I will try to help you more in the near future	D98	To /tu:/			✓	F
		/aI/ /wɪl/ /traI/						
		/tu:/ /help/						
		/ju:/ /mɔ:r/						
		/In/ /ðə/ /niər/						
		/fju:ʃə/						
		I will be able to play soccer again	D99	Able /'eɪbl/		✓		M
		/aI/ /wɪl/ /bi/						
		He will not dare to run away from his responsibility	D100	To /tu:/			✓	F
			D101	Soccer /sɒkər/			✓	M
			D102	Not /not/			✓	M
		/hi/ /wɪl/ /not/	D103	To /tu:/			✓	F
			D104	Responsibility /rɪspɒnsə'biləti/			✓	M
			D105	How /həʊ/			✓	F
		I wonder how much does						

		this count from their point of view	D106	Much /məʃ/ 		✓	F
			D107	This /ðɪz/ 		✓	F
		/aɪ/ /'wʌn.dər/ /həʊ/ /məʃ/ /dʌz/ /ðɪz/ /kaʊnt/ /frəm/ /ðəɪ(r)/ /pɔɪnt/ /əv/ /vju:/	D108	Their /ðəɪ(r)/ 		✓	M
			D109	Point /pɔɪnt/ 		✓	M
		I suggest you go there and try to settle things before it's too late	D110	Go /gəʊ/ 		✓	F
			D111	To /tu:/ 		✓	F
		/aɪ/ /səg'dʒest/ /ju:/ /gəʊ/ /ðeər/ /ænd/ /traɪ/ /tu:/ /'setl/ /əɪn:s/ /bi'fɔːr/ /its/ /tu:/ /leit/	D112	Settle /'setl/ 	✓		M
7.	7 th Student	I will try to help you more in the near future	D113	To /tu:/ 		✓	F
		/aɪ/ /wɪl/ /traɪ/ /tu:/ /help/ /ju:/ /mɔːr/ /ɪn/ /ðə/ /niər/ /fjuːʃə/	D114	Able /'eɪbl/ 	✓		M
		I will be able to play soccer again	D115	To /tu:/ 		✓	F
		/aɪ/ /wɪl/ /bi/ /'eɪbl/ /tu:/ /pleɪ/ /sɒkər/ /ə'gen/	D116	Soccer /sɒkər/		✓	M

		He will not dare to run away from his responsibility	D117	Not /nɒt/			✓	M
		/hi/ /wɪl/ /nɒt/ /deər/ /tuː/ /rʌn/ /ə'wei/ /frəm/ /hɪz/ /rɪspɒnsə'bilə ti/	D118	To /tuː/			✓	F
			D119	Responsibility /rɪspɒnsə'biləti/			✓	M
		I wonder how much does this count from their point of view	D120	This /ðɪz			✓	F
		/aɪ/ /'wʌn.dər/ /haʊ/ /mʌtʃ/ /dʌz/ /ðɪz/ /kaʊnt/ /frəm/ /ðəɪ(r)/ /pɔɪnt/ /əv/ /vjuː/	D121	Their /ðəɪ(r)/			✓	M
		I suggest you go there and try to settle things before it's too late	D122	Go /gəʊ/			✓	F
			D123	To /tuː/			✓	F
		/aɪ/ /səg'dʒest/ /juː/ /gəʊ/ /ðeər/ /ænd/ /traɪ/ /tuː/ /'setl/ /eɪnːs/ /bi'fɔːr/ /its/ /tuː/ /leit/	D124	Settle /'setl/		✓		M

8.	8 th Student	I will try to help you more in the near future /aI/ /wɪl/ /traI/ /tu:/ /help/ /ju:/ /mɔ:r/ /In/ /ðə/ /niər/ /fju:ʃə/	D125	To /tu:/			√	F
		I will be able to play soccer again /aI/ /wɪl/ /bi/ /'eɪbl/ /tu:/ /plei/ /sɒkər/ /ə'gen/	D126	Able /'eɪbl/		√		M
			D127	To /tu:/			√	F
			D128	Soccer /sɒkər/			√	M
		He will not dare to run away from his responsibility /hi/ /wɪl/ /nɒt/ /deər/ /tu:/ /rʌn/ /ə'wei/ /frəm/ /hɪz/ /'rɪspɒnsə'bɪlə ti/	D129	Not /nɒt/			√	M
			D130	To /tu:/			√	F
			D131	Responsibility /'rɪspɒnsə'bɪləti/			√	M
		I wonder how much does this count from their point of view /aI/ /'wʌn.dər/ /həu/ /maɪf/ /dəz/ /ðɪs/ /'kaʊnt/ /frəm/ /'θeɪr/ /pɔɪnt/ /əv/ /viəw/	D132	How /həu/			√	F
			D133	Count /'kaʊnt/			√	M
			D134	Their /θeɪr/				
			D135	Point /pɔɪnt/				
			D136	View /viəw/	√			F

		I suggest you go there and try to settle things before it's too late	D137	Suggest /səgəst/		✓		M
			D138	There /there/			✓	I-F
			D139	And /ən/		✓		I
		/aI/ /səgəst/ /ju:/ /gəʊ/ /there/ /ən/ /traI/ /tə/ /səttlə/ /thigz/ /bifər/ /its/ /tu:/ /leit	D140	Settle /səttlə/	✓			F
			D141	Things /thigz/	✓			I-M
			D142	Before /bifər/			✓	M
9.	9 th Student	I will try to help you more in the near future /aI/ /wɪl/ /traI/ /tə/ /help/ /ju:/ /mɔ:r/ /In/ /ðə/ /niər/ /fju:ʃə/	-	-				
		I will be able to play soccer again /aI/ /wɪl/ /bi/ /ˈeɪbəl/ /tə/ /pleɪ/ /səkər/ /əˈgen/	-	-				
		He will not dare to run away from his responsibility /hi/ /wɪl/ /nat/ /deər/ /tə/ /rʌn/ /əˈwei/ /frəm/ /hɪz/ /rɪspən,səbɪlɪti//	-	-				

		<p>I wonder how much does this count from their point of view</p> <p>/aI/ /'wʌn.dər/ /həʊ/ /mʌtʃ/ /dəz/ /ðIs/ /kaʊnt/ /frəm/ /ðeər/ /pɔɪnt/ /ʌv/ /vju/</p>	D143	How /həʊ/			√	F
		<p>I suggest you go there and try to settle things before it's too late</p> <p>/aI/ /səg'dʒest/ /ju:/ /goʊ/ /ðeər/ /ænd/ /traɪ/ /tə/ /sətəl/ /əI's/ /bɪ'fɔr/ /its/ /tu:/ /leit/</p>	D144	Settle /sətəl/			√	M
10.	10 th Student	<p>I will try to help you more in the near future</p>	D145	I /I/		√		I
		<p>/I/ /wɪl/ /traɪ/ /tu:/ /help/ /ju:/ /mɔ:r/ /ɪn/ /ðə/ /nɪr/ /fju:tʃər/</p>	D146	Near /nɪr/		√		M
		<p>I will be able to play soccer again</p>	D147	I /I/		√		I
			D148	Able /'eɪbl/		√		M
		<p>/I/ /wɪl/ /bi/ /'eɪbl/ /tu/ /pleɪ/ /səʊər/ /ə'gen/</p>	D149	To /tu/			√	F

		He will not dare to run away from his responsibility /hi/ /wɪl/ /nat/ /der/ /tu/ /ɾʌn/ /ə'wɑi/ /frɑ:m/ /hɪs/ /rɪspan,səblɪlɪti/	D150	Dare /der/		✓		M
			D151	To /tu/			✓	F
			D152	Away /ə'wɑi/			✓	M
			D153	His /hɪs/			✓	F
			D154	Responsibility /rɪspan,səblɪlɪti/			✓	M
		I wonder how much does this count from their point of view /ɪ/ /'wʌn.dər/ /həʊ/ /mʌtʃ/ /dəz/ /ðɪs/ /kaʊnt/ /frəm/ /ðer/ /pɔɪnt/ /ʌf/ /vju/	D155	I /ɪ/		✓		I
			D156	How /həʊ/			✓	F
			D157	Their /ðer/		✓		M
			D158	Of /ʌf/			✓	I
		I suggest you go there and try to settle things before it's too late /ɪ/ /səg'dʒest/ /ju:/ /gɔ/ /ðər/ /ʌnd/ /traɪ/ /tə/ /setl/ /əɪnɪz/ /bɪ'fɔr/ /ɪts/ /tu:/ /leɪt/	D159	I /ɪ/		✓		I
			D160	Go /gɔ/		✓		F
			D161	There /ðər/		✓		M
			D162	And /ʌnd/			✓	I
			D163	Settle /setl/			✓	M

Table 2.0 Reading the Phonetic Transcription

No	Number	Sentences	Number	Words with	Errors
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	of Student		of Datum	Wrongly Pronunciation	Ad	Del	Vc	P
1.	1 st Student	I will try to help you more in the near future /aI/ /wIl/ /traI/ /tu/ /help/ /ju/ /mɔʊr/ /In/ /ðə/ /nIər/ /'fju.tʃər/	D164	To /tu/			√	F
		I will be able to play soccer again	D165	Able /ɛbəl/		√		I
			D166	To /tu/			√	F
		/aI/ /wIl/ /bi/ /ɛbəl/ /tu/ /pleI/ /sɔkər/ /ə'gen/	D167	Soccer /sɔkər/			√	M
		He will not dare to run away from his responsibility	D168	Not /nɒt/			√	M
			D169	To /tu/			√	F
		/hi:/ /wIl/ /nɒt/ /deər/ /tu/ /rʌn/ /əweI/ /frɒm/ hIz/ rI,span,səbIl.Iti /	D170	From /frɒm/			√	M
		I wonder how much does	D171	Wonder /wandər/			√	M

		this count from their point of view	D172	From /frɒm/			✓	M
		/aɪ/ /wʌndər/ /haʊ/ /mʌf/ /dʌz/ /ðɪs/ /kaʊnt/ /frɒm/ /ðear/ /pɔɪnt/ /ɔv/ vju/	D173	Of /ɔv/			✓	I
		I suggest you go there and try to settle things before it's too late	D174	Suggest /sʌdʒest/			✓	M
			D175	Go /gɔ/		✓		F
		/aɪ/ /sʌdʒest/ /ju/ /gɔ/ /ðear/ /ænd/ /traɪ/ /tə/ /'setl̩.əl/ /θɪŋs/ /bɪ'fɔr/ /ɪts/ tu:/ leɪt/	D176	Things /θɪŋs/			✓	F
2.	2 nd Student	I will try to help you more in the near future	D177	To /tu/			✓	F
		/ɑɪ/ /wɪl/ /traɪ/ /tu/ /help/ /ju/ /mɔr/ /ɪn/ /dæ/ /nɪər/ /'fju.tʃər/	D180	The /ðə/			✓	I
		I will be able	D181	To /tu/			✓	F

		to play soccer again	D182	Soccer /'sɒk.ər/			√	M
		/aI/ /wɪl/ /bi/ /tu/ /pleI/ /'sɒk.ər/ /ə'geɪn/	D183	Again /ə'geɪn/	√			M
		He will not dare to run away from his responsibility	D184	Not /no'/		√		F
			D185	His /hɪs/			√	F
		/hi:/ /wɪl/ /no'/ /deər/ /tə/ /rʌn/ əweɪ/ /frʌm/ /hɪs/ /rɛspɒnsəbɪlɪti/	D186	Responsibility /rɛspɒnsəbɪlɪti/			√	M
		I wonder how much does this count from their point of view	D187	Wonder /wʌn.dər/			√	M
			D188	Does /dʌs/			√	F
			D189	This /dɪs/			√	F
			D190	Their /ðeər/		√		I-M
			D191	Of /ɔf/			√	I
		/aI/ /wʌn.dər/ /haʊ/ /maʊ/ /dʌs/ /dɪs/ /kaʊnt/ /frʌm/ /ðeər/ /pɔɪnt/ /ɔf/ /vju/						

		I suggest you go there and try to settle things before it's too late	D192	Go /gɔ:/		√		F
		/aI/ /səg'dʒest/ /ju/ /gɔ:/ /ðeər/ /ænd/ /traI/ /tə/ /'setʃ.əl/ / thIŋs / bI'fɔr/ /Its/ /tu:/ /leIt/	D193	Things /thIŋs/			√	I-F
3.	3 rd Student	I will try to help you more in the near future	D194	Try /trɛi/			√	M
			D195	To /tu/			√	F
			D196	The /də/			√	I
		I will be able to play soccer again	D197	Near /ni:r/		√		M
			D198	Able /ebəl/		√		I
			D199	To /tu/			√	F
		He will not dare to run away from his	D200	Soccer /'sʌk.ər/			√	M
			D201	Not /nɒt/			√	M
			D202	Dare /dær/		√		M

		responsibility /hi:/ /wɪl/ /nɒt/ /dæər/ /tu/ /rʌn/ /əweɪ/ /frʌm/ /hɪz/ /rɪsponsɪbɪlɪ/ /	D203	To /tu/			✓	F
			D204	His /hɪz			✓	F
			D205	Responsibiliti /rɪsponsɪbɪlɪ/			✓	M
		I wonder how much does this count from their point of view /aɪ/ /wʌn.dər/ /haʊ/ /mʌt/ /dʌs/ /ðɪs/ /kaʊnt/ /frɒm/ /ðear/ /pɔɪnt/ /ɔf/ vju/	D206	Much /mʌt/		✓		F
			D207	Does /dʌs/			✓	F
			D208	From /frɒm			✓	M
			D209	Of /ɔf/			✓	I
		I suggest you go there and try to settle things before it's too late /aɪ/ /səg'dʒest/ /ju/ /gɔ/ /dɛər/ /ænd/ /traɪ/ /tə/ /'setʃ.əl/ /əɪnʃ/ /bɪ'fɔr/ /ɪts/ /tu/ leɪt/	D210	Go /gɔ/		✓		F
			D211	There /dɛər/		✓		M
			D212	To /tu/			✓	F

4.	4 th Student	I will try to help you more in the near future /ɑI/ /wɪl/ /traI/ /tu/ /help/ /ju/ /mɔʊr/ /In/ /ðə/ /nɪər/ /'fju.tʃər/	D213	To /tu/			√	F
		I will be able to play soccer again /ɑI/ /wɪl/ /bi/ /tə/ /pleI/ /ʃɒkər/ /ə'gen/	D214	Soccer /ʃɒkər/			√	I
		He will not dare to run away from his responsibility	D215	Not /no'/		√		F
			D216	Run /rein/	√			M
			D217	His /hɪs/			√	F
		/hi:/ /wɪl/ /no'/ /deər/ /tə/ /rein/ /əweɪ/ /frəm/ /hɪs/ /rɪspɒnsəbɪlɪti/ /	D218	Responsibility /rɪspɒnsəbɪlɪti/			√	M
		I wonder how much does this count from their point of view	D219	Wonder /wɒndər/			√	M
			D220	Does /dʌs/			√	F
			D221	This /dɪs/			√	F

		/aI/ /wɒndər/ /haʊ/ /mʌʃ/ /dʌs/ /dɪs/ /kaʊnt/ /frəm/ /ðear/ /pɔɪnt/ /ɔf/ /vju/	D222	Of /ɔf/			√	I
		I suggest you go there and try to settle things before it's too late	D223	Suggest /sədʒəst/			√	M
		/aI/ /sədʒəst/ /ju/ /goʊ/ /ðear/ /ænd/ /traɪ/ /tə/ /zetəl/ /əɪnʃ/ /bɪ'fɔr/ /ɪts/ /tu:/ /leɪt/	D224	Settle /zetəl/			√	I
5.	5 th Student	I will try to help you more in the near future /ɑI /wɪl, wəl /traɪ /tə / help/ ju, jə/ mɔr, mɔʊr/ In/ ðə/ nɪər/ 'fju.tʃər/	-	-				
		I will be able to play soccer again /aI/ /wɪl/ /bi/	-	-				

		/ei.bəl/ /tə/ /pleI/ /'sak.ər/ /ə'gen/						
	He will not dare to run away from his responsibility		D225	Not /nɒt/			√	M
			D226	His /hɪs/			√	F
		/hi:/ /wɪl/ /nɒt/ deər/ tə/ rʌn/ əweɪ/ frʌm, frʌm, frəm/ /hɪs/ /rɪ spon səbɪl. ɪti/	D227	Responsibility /rɪ spon səbɪl. ɪti/			√	M
		I wonder how much does this count from their point of view	D228	Wonder /wʌndər/	√			M
			D229	Much /mʌts/			√	F
			D230	Does /dʌs/			√	F
			D231	This /ðɪz/			√	F
			D232	Their /deɪr/			√	M
		/aɪ/ /wʌndər/ haʊ/ mʌts/ /dʌs/ ðɪz/ /kaʊnt/ /frʌm/ /deɪr/ /pɔɪnt/ /əf/ vju/	D233	Of /əf/			√	I
		I suggest you go there and try to settle things before	D234	Suggest /səgəs/		√		M-F

		it's too late /aI/ /səgəs/ /ju/ /gou/ /ðeər/ /ænd/ /traI/ /tə/ /ˈseɪ.əl/ /dIŋs/ /bIˈfɔr/ /Its/ /tu:/ /leIt/	D235	Things /dIŋs/			√	I-F
6.	6 th Student	I will try to help you more in the near future /aI /wɪl, wəl /traI /tə / help/ ju, jə/ mɔr, mɔr/ In/ ðə/ nɪər/ ˈfju.ʃər/	-	-				
		I will be able to play soccer again /aI/ /wɪl/ /bi/ /tə/ /pleI/ /səkər/ /əˈgen/	D236	Soccer /səkər/			√	M
		He will not dare to run away from his responsibility /hi:/ /wɪl/ /nəˈ/ /deər/ /tə/ /rʌn/ /əwel/ /frʌm/	D237	Not /nəˈ/		√		F
			D238	His /hɪs/			√	F
			D239	Responsibility /rɪˌspɒn.səbɪl. Iti/			√	M

		/hIs/ /rI,spʊn,səbIl. Iti/						
		I wonder how much does this count from their point of view	D240	Does /dʌs/			√	F
		/aI/ /wʌn.dər/ /həʊ/ /mʌŋ/ /dʌs/ /ðIs/ /kaʊnt/ /frəm/ /ðear/ /pɔInt/ /əf/ /vju/	D241	Of /əf/			√	I
		I suggest you go there and try to settle things before it's too late	D242	Settle /sətəl/			√	M
		/aI/ /səg'dʒest/ /ju/ /goʊ/ /ðear/ /ænd/ /traI/ /tə/ /sətəl/ /əInz/ /bI'fɔr/ /Its/ /tu:/ /leIt/						
7.	7 th Student	I will try to help you more in the near future	-	-				
		/aI/ /wIl/ /traI/ /tə / /help/ /ju/						

		/mʊər/ /In/ /ðə/ /nIər/ /ˈfju.tʃər/					
		I will be able to play soccer again /aI/ /wɪl/ /bi/ /tə/ /pleI/ /ʃakər/ /əˈgen/	D243	Soccer /ʃakər/		✓	I
		He will not dare to run away from his responsibility /hi:/ /wɪl/ /nat/ /dɪ:r/ /tə/ /rʌn/ /əweI/ /frəm/ /hɪz/ /rɪˌspʌnˌsɪbɪl. ɪti/	D244	Dare /dɪ:r/	✓		M
			D245	Responsibility /rɪˌspʌnˌsɪbɪl. ɪti/		✓	M
		I wonder how much does this count from their point of view /aI/ /wʌn.dər/ /haʊ/ /mʌtʃ/ /dʌz/ /ðɪs/ /kaʊnt/ /frəm/ /ðear/ /pɔɪnt/ /ɔf/ /vju/	D246	Of /ɔf/		✓	I

		I suggest you go there and try to settle things before it's too late	D247	Go /gɔ/		✓		F
			D248	Settle /set/		✓		F
		/aI/ /səg'dʒest/ /ju/ /gɔ/ /ðeər/ /ænd/ /traI/ /tə/ /set/ /thɪŋs/ /bl'fɔr/ /Its/ /tu:/ /leIt/	D249	Things /thɪŋs/			✓	I-F
8.	8 th Student	I will try to help you more in the near future /aI/ /wɪl/ /traI/ /tə/ /help/ /ju/ /mɔər/ /In/ /ðə/ /nɪər/ /'fju.tʃər/	-	-				
		I will be able to play soccer again /aI/ /wɪl/ /bi/ /tə/ /pleI/ /sɛkər/ /ə'gen/	D250	Soccer /sɛkər/			✓	M
		He will not dare to run away from his responsibility /hi:/ /wɪl/ /nat/	D251	Responsibility /rɪˌspʌnsɪbɪlɪti/			✓	M

		/deər/ /tə/ /rʌn/ /əweɪ/ /frəm/ /hɪz/ /rɪˌspʌnˌsɪblɪ. Iti/						
		I wonder how much does this count from their point of view	D251	Does /dʌs/			✓	F
			D252	Count /kaʊn/		✓		F
		/aɪ/ /ˌwʌn.dər/ /haʊ/ /mʌtʃ/ /dʌs/ /ðɪs/ /kaʊn/ /frəm/ /ðeər/ /pɔɪnt/ /ɔf/ /vju/	D253	Of /ɔf/		✓		I
		I suggest you go there and try to settle things before it's too late	D254	Things /eɪn/		✓		F
9.	9 th Student	I will try to help you more in the near future	-	-				

		/ɑI /wɪl, wəl /traɪ /tə / help/ ju, jə/ mɔr, mɔʊr/ In/ ðə/ nɪər/ 'fju.tʃər/					
		I will be able to play soccer again /ɑI/ /wɪl/ /bi/ /tə/ /pleɪ/ /sɛkər/ /ə'gen/	D255	Soccer /sɛkər/		√	M
		He will not dare to run away from his responsibility /hi:/ /wɪl/ /nat/ /deər/ /tə/ /rʌn/ /əweɪ/ /frəm/ /hɪs/ /rɪ span, sɪblɪ. ɪti/	D256	His /hɪs/		√	F
			D257	Responsibility /rɪ span, sɪblɪ. ɪti/		√	M
		I wonder how much does this count from their point of view /ɑI/ /wɒndər/ /haʊ/ /mʌts/ /dʌz/ /ðɪs/ /kaʊnt/ /frəm/	D258	Wonder /wɒndər/		√	M
			D259	Much /mʌts/		√	F
			D260	Of /ɔf/		√	I

		/ðear/ /pɔɪnt/ /ɔf/ /vju/						
		I suggest you go there and try to settle things before it's too late	D261	Go /gɔ/		√		F
			D262	Settle /sɛl/		√		M
			D263	Things /tɪŋs/			√	I-F
		/aɪ/ /səgˈdʒest/ /ju/ /gɔ/ /ðear/ /ænd/ /traɪ/ /tə/ /sɛl/ /tɪŋs/ /bɪˈfɔr/ /ɪts/ /tu/ /leɪt/	D264	Too /tu/			√	F
10.	10 th Student	I will try to help you more in the near future	D265	The /ðə/			√	I
		/aɪ/ /wɪl/ /traɪ/ /tə/ /help/ /ju/ /mɔr/ /ɪn/ /ðə/ /nɪər/ /'fju.ʒər/	D267	Future /'fju.ʒər/			√	M
		I will be able to play soccer again	D268	Soccer /sɛkər/			√	M
		/aɪ/ /wɪl/ /bi/ /tə/ /pleɪ/ /sɛkər/ /əˈgen/						
		He will not dare to run away from his	D269	His /hɪs/			√	F

		responsibility /hi:/ /wɪl/ /nat/ /deər/ /tə/ /rʌn/ /əweɪ/ /fram/ /hɪs/ /re,span,sɪbəɪ/	D270	Responsibility /re,span,sɪbəɪ/		✓		M
		I wonder how much does this count from their point of view	D271	Wonder /wʌndər/			✓	M
		/aɪ/ /wʌndər/ /haʊ/ /maʊt/ /dʌz/ /ðɪs/ /kaʊnt/ /frəm/ /ðear/ /pɔɪnt/ /ɔf/ /vju/	D272	Of /ɔf/			✓	I
		I suggest you go there and try to settle things before it's too late	D273	Go /gɔ:/		✓		F
		/aɪ/ /səg'dʒest/ /ju/ /gɔ:/ /deər/ /ænd/ /traɪ/ /tə/ /ˈsetl/ /tɪŋs/ /bɪ'fɔr/ /ɪts/ /tu:/ /leɪt/	D274	Things /tɪŋs/		✓		I-F

2. Discussion

In this part the researcher explained about the data analysis that had got from the findings above about the kinds of the orthographic error in writing and recording the phonetic produced by the fifth semester students based on the Jose's theory (2014: 1-3), there were 10 respondents as data in this research were used. The researcher are symbolized the participants by "S" means student. So, S1 means student 1, and S2 means students 2, etc. There is the result of the data analysis is the errors of the orthographic transcription committed by the fifth semester students.

a). Orthographic Error in writing phonetic transcription

Orthographic error in writing are committed by the fifth semester students in English and Literature Department of Adab and Humanities Faculty 2016/2017 Academic Year.

In this part, the researcher analysed three types of the orthographic error produced by the students they are: addition, deletion and vowel change. The researcher found 171 errors in writing. They were: in writing there are **43** errors, in deletion, **11** error in addition, **107** vowel change.

1. Deletion

Based on the data, the researcher found 14 errors in deletion in writing. Those words are **help, able, go, to, settle, dare, their, suggest, there, near, not, wonder, and, I.**

Jose's theory (2014: 1-3) said that deletion occur when the sounds disappear or are not clearly in certain context. Another words that deletion is leaving something out.

Based on D2, S1 wrote the word help. S1 wrote the word **help** [/hɛ:p/]. Sound "L" should be written in word "help". Because in writing transcription of the word "help" should be written [/help/]. The position of the error in word **help** is in the middle of the word. That word categorized as error in deletion because less with sound "L". There were two version of the word able. Based on the D3, D76, S1, S5 wrote the word able [/æbl/], they deleted [/ə/] in the middle of the word, and in initial position student changed diphthong [/ei/] become [/æ/]. Based on the **D22, D34, D99, D114, D126, D148**, S2, S3, S6, S7, S8, S10 wrote the word able [/eibl/]. There is no vowel [/ə/] in the middle of the word. It should be **written** [/eibəl/]. There are two kinds of error in writing the word go. Based on the **D16, D93, D160**, S1, S5, S10 wrote the word go [/gɔ/], there is no vowel [/ʊ/] in the final of the word and also **D71**, S4 wrote [/gɔ:/] used long vowel [/ɔ:/] and deleted the vowel [/ʊ/]. It should be written [/goʊ/]. Based on the **D19**, S1 wrote the word to [/tɔ/] deleted the long vowel [/u:/]. The changeable of the error happened in the final of the word. It should be written [/tu:/]. In **D20** S1 wrote the **settle** [/sɛtl/], S2, S3, S4, S5, S7 and S10 wrote the word **settle** [/'sɛtl/] and it should be written [/set.əl/], the position of the error is in the middle of the word. Based on the **D65**, S4 wrote the word **wonder** become [/wəndə/] but it should be written [/wʌndər/], the position of error is in middle of the word.

From the **D25, D58, D150**, S2, S4 and S10 wrote the word **[/dare/]** **[/der/]**, and **D81**, S5 wrote **[/dɛ:r/]**. A both of them deleted vowel **[/ə/]** in the middle of the word. It should be written **[/deər/]**. The word **their** was written by S2 and S10 become **[/ðer/]**. S2 wrote the error of the word in the middle of the word. It should be **[/ðeər/]**, S2 should put **[/ə/]** in the middle of the word. Based on the D28, S2 wrote the word **[/suggest/]** **[/sə'dʒəst/]**, besides that **D137**, S8 wrote the word **suggest** **[/səgəst/]**, and the **D92**, S5 wrote the word **suggest** **[/sʌdʒəs/]**. It should be written **[/səgdʒəst/]**. All of them do the error in the same position is in the middle of the word, except the S5 in the final of the word there is no **[/t/]**. Based on the **D51**, S4 wrote the word **near** **[/nɪ:r/]** and **D146**, S10 wrote the word **near** **[/nɪr/]**. Similarly, a both of them deleted the vowel **[/ə/]**, and it should be written **[/nɪər/]**, in the middle of the word. The word **[/and/]** was written **[/ɛn/]** by S5 based on the **D95** and **D139**, S8 wrote **[/ən/]** it should be written **[/ænd/]**. A both of the version of words **and**, there is error in initial of the word. Based on the **D57**, S4 wrote **[/not/]** **[/no'/]**, omission of **[/ɑ/]** and **[/t/]**, it should be written in the middle of the word **[/nat/]**. There are two students that wrote the word **there**. Based on the **D29, D161**, S2 and S10 wrote the word **[/there/]** become **[/ðər/]**, it should be written **[/ðeər/]**, so the position of the error is in the middle because there is no **[/e/]**. The last errors in deletion are based on the **D145, D147, D155, D159**, S10 wrote the word **I** **[/I/]**. Vowel **[/a/]** should be in initial of the word, but S10 deleted the vowel **[/a/]**. The correct written is **[/aI/]**.

The researcher categorized **D2, D3, D11, D16, D22, D25, D27, D28, D29, D32, D34, D47, D51, D57, D58, D65, D71, D74, D76, D81, D93, D95, D97, D99,**

D113, D115, D125, D127, D138, D140, D147, D149, D151, D158, D161, D162 and **D164** as error in deletion, because suitable with the indicator of deletion occur when there is a sound disappear or not clearly articulated. Almost the word that students above have one sound or two sounds disappear in one word.

2. Addition

Jose (2014: 1-3), said that addition happens where there is an addition of new phoneme. In this research, there were 16 additions but 2 words of them was done by the same mistake, so there were 11 additions. They are: **again, not, will, more, soccer, their, view, settle** and **things**. It will describe below.

Based on **D5** and **D79**, the S1 and S5 wrote the word **again** [/əgeɪn/]. The students add the phoneme [/i/] in the middle of the word. It seems difficult if that word will pronounce if the written [/əgeɪn/]. According to the American Dictionary that word should be written [/ə'gen/]. **D24**, the S2 wrote the word **not** become [/nɑ:t/] it doesn't appear that there are addition of that word but there was new phoneme long vowel [/ɑ:/], it should just put short vowel [/ʌ/] in the middle of the word, so it should be written [/nɑ:t/]. Based on **D48** and **D56**, the S4 wrote the phonetic of word **will** [/wɪll/] the student add [/ɪ/] in the middle of the word, but it didn't change the meaning, and should be written [/wɪl/]. **D49**, the S4 wrote the word **more** [/mour/], S4 added vowel [/u/] in the middle of the word, it should be written [/mɔr/]. **D55**, the S4 wrote the phonetic [/zokker/] from the word **soccer**, and it should be written [/sʌk.ər/], the error of the word was happening in the middle of the word. There is addition new sound [/k/]. **D89**, the S5 wrote the phonetic word **their**

become [θɛl:r/]. The researcher categorized that phonetic as error in addition because according to Jose that addition where there is new phoneme. From that word there are new phoneme [θ/] and [ɛ/] in the initial of the word, whereas it should be written [ðeər/]. From the **D137, D141 and D142**, the S8 wrote the words **view** [viəw/] in the final position of the word students' added [ə/], so it should be [viu/], **settle** [səttlə/] in the middle and the final position of the word, the student added [t/] and [ə/] it should be written [ʹset.əl/] and **things** [θɪgz/] in the initial and middle position of the word student added [t/] and [h/] which should be written [θ/], so the right one is [θɪz/].

All of the data above categorized with error in addition because all of them was added with a new phoneme and there is extra sound inserted within a word.

3. Vowel Change

Jose (2014: 1-3) said that vowel change is the process of change of one vowel into another vowel. Based on the data, the researcher found 27 vowel change in words. They are: **to, soccer, not, wonder, does, this, from, view, and, how, their, suggest, the, able, away, his, responsibility, much, of, there, point, count, settle, go, run, before, able**

Based on **D1, D8, D19, D21, D77 and D82**, the S1, S2 and S5 wrote **to** become [tə/] where should be written [tu:/] or [tə/], the changeable of the vowel was happening in the final position of the word. That students included in error in vowel change because students had changed vowel [ə/] whereas should be written with put vowel [u:/] or [ə/]. From the **D23, D26, D31**, the S2, **D33, D35, D38, D46**,

the S3, **D53, D59, D73**, the S4, **D75**, the S5, **D98, D100, D103, D112**, the S6, **D114, D116, D119, D124**, the S7, **D126, D128, D131**, the S8, **D150, D152**, the S10, they wrote word **to** [/tu/] the correct according to American English Pronunciation [/tu:/] or [/tə/]. The location of the error is in the final position of the word. **D143**, S8 wrote the word **before** [/bifər/], S8 change the vowel [/ə/] in the middle of the word, and it should be written [/blfər/].

There are two version of the writing **soccer**. Based on **D4, D78**, the S1, S5 wrote the word **soccer** to [/sɔkə:r/], in the middle of the word they had changed the vowel [/a/] become [/ɔ/]. Besides that based on **D36, D101, D117, D129**, the S3, S6, S7, S8, they wrote the word **soccer** [/sɒkər/], they also had changed the second vowel of the word [/a/] become [/ɒ/] in the middle position of the word. So, it should be written [/səkər/]. There are three versions of writing the word **not**. The first, based on the **D6, D80**, the S1 and S5, they wrote the word **not** [/nɒt/], they put vowel [/ɔ/], it should be put [/a/]. Second, based on the **D102**, the S6 wrote [/not/], who changed the vowel [/a/] become [/o/]. Third, **D118, D130**, the S7 and S8 also changed the vowel [/a/] become [/ɒ/]. So, all of the students above change the vowel in the middle position of the word and the correct is [/nat/]. The word **wonder**, based on the **D10**, the S1, wrote [/wʌndɛ:r/] and the **D84**, the S5 wrote [/wɒndɜ:r/]. They had changed some vowels in the middle of the word, for the **D10**, the S1 they changed [/a/] and [/ɛ/]. Based on **D84**, the S5 student changed vowel [/ɔ/] and [/ɛ/]. The right of writing the word **wonder** is [/wʌndər/].

The word **does** has two version writing of that word. Based on **D12** and **D86**, the S1 and S5 wrote **[/dʌs/]**, the location of the error is in the final position of the word and **D68**, the S4 wrote **[/das/]** the location of the error is in the middle position of the word, for the S1 and S5 changed one vowel **[/s/]** and the S4 changed two vowels **[/a/]**, **[/s/]**. It should be use vowel **[/z/]**. So, the correct is **[/dʌs/]**.

Based on the **D13**, **D41**, **D87**, **D107**, **D121**, the S1, S3, S5, S6, S7, wrote the word **this** **[/ðIz/]**, student put vowel **[/z/]** in the final position of the word, which should be written with the vowel **[/s/]**, because vowel **[/z/]** put for the word **these**. So, the correct is **[/ðIs/]**. Based on the **D9**, **D14**, **D88**, the S1, S5 wrote the word **from** become **[/frɒm/]**, besides that **D62**, **D69**, the S4 wrote the word **from** **[/from/]**. They have changed the third vowel of the phonetic in the middle position of the word. They are **[/ɔ/]** and **[/o/]**. That word should be written **[/frəm/]** or **[/fra:m/]**. From the word **view**, the **D15**, **D91**, the S1 and S5 wrote **[/vIu:/]**, and the correct is **[/vju/]**, they have changed the vowel in the final position of the word from **[/I/]** to **[/j/]**. So, they should wrote **[/vju/]**.

There are three kinds of write the phonetic of the word **and**, and they included in error vowel change. They are: **D18**, the S1 wrote **[/ɛn/]**, **D72**, the S4 **[/and/]**, and **D165**, the S10 wrote **[/ʌnd/]**, each of the error in the initial and final position of the word. The phonetic transcription **[/ɛn/]** can included in deletion, it is deletion of **[/d/]**, but it can be also included in vowel change that **[/æ/]** become **[/ɛ/]**. S4 and S10 changed the initial vowel **[/a/]** and **[/ʌ/]**. The correct of the write the word **and** is **[/ænd/]**. There are four errors in vowel change in word **how**. Based on **D40**, the S3

wrote [hau/], S3 change the vowel [u/] in the final position of the word become [u/]. The **D66**, the S4 wrote [haw/], S4 changed the vowel [u/] become [w/] it happened in the final position of the word. Based on the **D85**, the S5 wrote [hΛw/], S5 also changed the vowel [u/] become [Λ/] in the final position of the word. The last **D105, D133, D144, D157**, the S6, S9, S10 wrote the word how [həu/] one vowel has changed [a/] become [ə/]. So, it should be written [haʊ/], the error is located in the final of the word, it should be diphthong [aʊ/].

For the word **their**, there are three students did the same error in vowel change that changed the vowel [e/] become [i/] in the middle position of the word. They wrote [ðəir/], but it should be wrote [ðear/]. There are two kinds of the write the word **suggest**. First, based on the **D43**, the S3 wrote [sa'dʒest/], and the second **D92**, the S6 wrote [sΛdʒəst/]. The S3 changed the vowel [ə/] become [a/] in the middle of the word and the S6 also changed the two vowels, they are [Λ/] and [ə/] in the middle position of the word. It should be written [səg'dʒest/]. From the word **the**, **D50**, the S1, wrote [ði/] in this case the student make an error in the middle position of the word. Actually, the writing of [ði/] use if after the word **the** is vowel, but if after the word **the** is consonant, so it should be written [ðə/]. Based on the **D52**, the S4 wrote that word **able** [eibel/] it should be [eibəl/], S4 changed the vowel in the middle of the word from [ə/] become [e/]. There are two kinds of error in vowel change in word **away**. Based on **D61**, S4 wrote the word **away** [ewei/], then **D153**, S10 wrote the word **away** [əwai/]. The students change the vowel in the initial position of the word. They changed the vowel S4 [e/] and S10 [a/]. It should be

written [əwei/]. There are three students that wrote the word **his** [hIs/], they are **D36, D83, D154**, the S4, S5, S10. The correct one is [hIz/], so they have changed in the final position from [z/] become [s/].

Based on the **D64, D155**, the S4, S10 wrote the word **responsibility** [responsəbiliti/]. There are three vowels that they changed. They are: [e/], [o/], [i/], they should be written [i/], [a/], [ə/] in the middle of the word. There are two kinds' errors in vowel change in word **much**. They are **D67**, the S4 [matc/] that change in the final position of the word and **D106**, S6 also wrote [mætʃ/] in the final and middle position of the word. S4 changed [tʃ/] become [t/] and [c/], and S6 wrote [mætʃ/] student changed [ʌ/] become [ə/], because the correct one is [mʌtʃ/]. Based on the **D70, D90, D159**, the S4, S5, S10, wrote [ɔf/], [əf/], [ʌf/]. S4 changed the vowel [ə/] become [ɔ/]. S5 changed the [v/] become [f/], and S10 change the [ʌ/] and [f/] from [ə/] and [v/]. S4, S5 and S10 change the vowel in the initial position of the word, and the correct is [əv/].

Based on the **D94**, the S5 and **D139**, the S8 wrote the word **there**, S5 [œ:r/] and S8 [thəre/]. The initial of the [œ:r/] should be written [ð/] and after that should be [e/]. Based on the [thəre/] the initial of the word should be [ð/] and the vowel has changed with the [r/]. The word should be written [ðeər/]. Based on the **D109**, the S6 wrote the word **point** [pəInt/]. It should be [pɔInt/]. Vowel [ɔ/] changed become [ə/] in the middle position of the word. So, they should write [pɔInt/]. There are two data of word **go**, they are **D110**, S6 and **D123**, S7, they wrote **go** [gəʊ/], it should be written [goʊ/]. They change the vowel [o/] become [ə/] in the

final position of the word. Based on the **D134**, S8 wrote the word **count** [/caunt/], in the initial position of the word S8 has changed [/k/] become [/c/]. It should be written [/kaunt/]. Based on the **D144**, the S9 wrote the word **how** [/həʊ/], it should be written [/haʊ/], S9 changed the vowel diphtong [/aʊ/] in the final position of the word become [/əʊ/]. Based on the **D142**, S8 wrote the word **before** [/bifər/], it should be written [/bifɔr/]. In the middle of the word, the student change the vowel [/ɔ:/] become [/ə/].

b). Orthographic Error in reading phonetic transcription

Orthographic error in reading are committed by the fifth semester students in English and Literature Department of Adab and Humanities Faculty 2016/2017 Academic Year.

In this part, the researcher analysed eight types of the orthographic error produced by the students they are: addition, deletion, vowel change, uncommon words, and borrowing words, initial, medial and final. The researcher found 105 errors in reading (recording). There were: **14** words error in deletion, **3** words error in addition, **19** words error in vowel change.

1. Deletion

Jose's theory (2014: 1-3) said that deletion occur when the sounds disappear or are not clearly in certain context or act of omitting one or more elements. Based on the data the researcher found 14 words error pronunciation in deletion. They are: **able, go, not, their, dare, much, there, settle, count, of, things, near, suggest and responsibility.**

Based on the **D165, D198**, the S1 and S3 pronounced the word **able** [ɛbəl/], [ebəl/]. They deleted the sound [ɪ/] in the initial of the word. So, it should be pronounced [eɪbəl/]. There are four students that pronounced the word **go** [gɔ/]. They are **D175, D210, D247, 261** the S1, S3, S7, S9. They didn't pronounced the sound [ʊ/] that should be pronounced in the final position of the word, and two students pronounced the word **go** [gɔ:/]. They are **D192, D273**, the S2, S10. That word should be pronounced [gʊʊ/]. There are two kinds of pronunciation of a word **not**. Based on the **D184**, the S2 pronounced **not** [no'/] the student deleted sound [t/] in the final position of the word and the **D237**, the S6 pronounced **not** [nə'/]. The last sound that is positioned in the final position [t/] is omitted. The correct is [nat/]. Based on the data **D190**, S2 pronounced the word **their** [dær/]. There was not the sound [e/] in the middle position of the word. The correct pronunciation is [ðeər/].

Based on the **D202, D244**, the S3, S7 pronounced the word **dare** [dær/], [dɪ:r/], the S3 deleted the sound [ə/] in the middle position of the word, and the S7 deleted the sound [ə/]. The correct pronunciation is [deər/]. There are two kinds of pronunciation of word **much**. Based on the **D206**, the S3 student pronounced **much** [mʌt/]. S3 deleted the sound of [tʃ/] that should be there in final position of the word and the **D259**, S9 pronounced the word **much** [mʌts/], S9 deleted the sound [tʃ/]. Based on the data **D211**, the S3 pronounced the word **there** [dær/]. There was sound deleted in the middle of the word, then S3 deleted the sound [ə/]. It should be pronounced [ðeər/]. Based on the **D248, D262**, the S7 and S9, pronounced the word

settle [/set/], [/stel/]. S7 deleted the sound [/ə/] in the middle position of the word and there is no sound [/ə/] in **D262**, S9. The correct is [/setəl/].

Based on the **D252**, the S8 pronounced the word **count** [/kaʊn/], in the final position of the word, the S8 deleted the sound [/t/]. The correct is [/kaʊnt/]. Based on the **D253**, S8, the word **of** pronounced [/ɔf/]. It should be [/əv/]. There is no the sound [/ə/] and [/v/]. There are two kinds of error in deletion. Based on the **D254**, the S8 pronounced the word **things** [/θɪŋ/], there is no sound [/z/] in the final position of the word. After the sound [/ŋ/], [/s/] should be pronounced [/z/], and the **D274**, the S10 pronounced the word [/tɪŋs/], based on the theory deletion is sounds disappear or not clearly and the S10 pronounced the [/θ/] not clearly, whereas it should be pronounced in the initial position of the word. The correct pronunciation is [/θɪŋz/]. Based on the **D197**, the S3 pronounced the word **near** [/ni:r/], the correct is [/niər/]. So, the S3 deleted the sound [/ə/] in the middle position of the word. Based on the **D105**, the S10 pronounced the word **responsibility** [/respənsɪbəl/]. In the final position, there were some sounds deleted, they are [/l/], [/t/]. The correct pronunciation is [/rɪspənsəbɪlɪtɪ/].

2. Addition

According to Jose (2014: 1-3), there is an addition of new phoneme or there is extra sound that is inserted within a word. Based on the data the researcher found 3 words error in addition in pronunciation. They are **again**, **run**, **wonder**.

Based on the **D183**, the S2 pronounced the word **again** [/ə'geɪn/]. The S2 added the sound [/i/] in the middle of the word. The correct of pronunciation is

[/əgeɪn/]. The word **run** pronounced [/rein/] based on the **D216**, the S4, and the correct pronunciation is [/rʌn/]. The S4 added the sound [/i/] in the middle position of the word, and also change the sound [/ʌ/] become [/e/] in the middle position of the word. Based on the **D228**, S5 pronounced the word **wonder** [/wɔnder/]. It should be pronounced [/wʌndər/], there is no addition vowel [/ɛ/] in the middle position of the word.

3. Vowel Change

Jose (2014: 1-3) said that vowel change is the process of change of one vowel into another vowel. Based on the data the researcher found 19 words that included in error in vowel change. They are **go, soccer, not, to, from, wonder, of, suggest, things, the, his, responsibility, does, this, try, their, much, settle and future.**

Based on the **D164, D166, D169, D177, D181, D195, D199, D203, D212, and D213**, the S1, S2, S3, S4 pronounced the word **to** [/tu/]. It should be [/tu:/] or [/tə/]. According to American Dictionary and American English Pronunciation. There are two kinds of pronunciations of word **not** not based on the data **D168, D201, D225** the S1, S3, S5 pronounced the word **not** [/nɒt/], [/nɔt/]. It should be pronounced [/na:t/] the position of error is in the middle of the word. Based on the **D167, D182, D200, D214, D243, D250, D255, D268, D236** the S1, S2, S3, S4, S7, S8, S9, S10, S6. There are four kinds of error pronunciation in word **soccer**. S1, S2, pronounced [/sɔkər/], S3 pronounced [/sʌkər/], S8, S9, S10 pronounced [/sekər/], S6 pronounced [/səkər/]. Approximately, they do the mistake in the second letter (in the middle position of the word) [/ɔ/], [/ʌ/], [/ɛ/]. It should be pronounced [/a/] [/sʌkər/].

Based on the **D170**, S1 they pronounced the word from **[/frɒm/]**. Vowel **[/ɔ/]** should be **[/ə/]**, **[/ʌ/]**, or **[/ɑ/]**. According to American English Pronounced and American Dictionary. There are two kinds of error pronunciation in word **wonder**. Based on the **D170**, the S1 pronounced **[/wʌndər/]**, **D187**, **D219**, **D258**, the S2, S4, S9, pronounced **[/wɒndər/]**. A both of them change the vowel **[/ʌ/]** in the middle of the word become **[/ɔ/]**, it should be pronounced **[/wʌndər/]**. There are three kinds of pronunciation in word **of**. Based on the **D173**, the S1 pronounced **[/ɔv/]**, and **D191**, **D209**, **D222**, **D246**, **D260**, **D272** the S2, S3, S4, S7, S9, S10 pronounced **[/ɔf/]**, and the **D233**, **D241**, the S5, S6 pronounced **[/əf/]**. S1 changed the vowel **[/ɔ/]**. S2, S3, S4, S7, S9, S10 changed two vowels **[/ɔ/]** and **[/f/]**, and S5, S6 changed the sound **[/v/]**. So, the correct pronunciation is **[/əv/]**. All of the errors were in the initial and final position, based on the **D174**, **D223** the S1, S4, pronounced the word **suggest** **[/sʌdʒest/]**, **[/sʌdʒəst/]**. **[/sʌdʒest/]** changed the **[/ʌ/]**, **[/sʌdʒəst/]** changed two vowels **[/ɑ/]** and **[/ə/]** in the middle position. So, it should be pronounced **[/sədʒest/]**.

There are two kinds of error pronunciation in word **things**. Based on the data **D176**, **D193**, **D235** the S1, S2, S5 **[/əIʌs/]**, **[/thIʌs/]**, **[/dIʌs/]**. In the middle of the word, it changed the sound **[/s/]**, **[/th/]**, **[/s/]**, **[/d/]**. So, the correct pronunciation is **[/əIʌz/]**. There are two kinds of error pronunciation of word **the**. Based on the **D180**, **D196**, **D265** the S2, S3, S10 pronounced **[/də/]**, in the initial of the word they changed the **[/d/]**. Based on the **D185**, **D217**, **D226**, **D238**, **D256**, **D269**, the S2, S4, S5, S6, S9, S10, pronounced the word **his** is **[/hIs/]**, in the final position of the word, they changed the **[/z/]** become **[/s/]**. The correct pronunciation is **[/hIz/]**. Based on the

D186, D239, D270, the S2, S6, S10, pronounced the word **responsibility** [/rɛspɒnsəbɪlɪtɪ/], and **D205, D218, D245, D251, D257**, the S3, S4, S7, S8, S9, pronounced [/rɪspɒnsɪbɪlɪtɪ/]. A both of them changed the sound [ɪ] in the middle of the word, it should be [ə]. Based on the **D227**, S5 pronounced [/rɪspɒnsəbɪlɪtɪ/], in the middle position, S5 changed the [ɪ] become [o]. So, the correct pronunciation is [/rɪspɒnsəbɪlɪtɪ/].

Based on the **D188, D207, D220, D230, D240** the S2, S3, S4, S5, S6 pronounced the word **does** [/dʌs/], in the final position of the word, they have changed the sound [z] become [s], whereas it should be pronounced [/dʌz/]. Another word is **this**, based on the data **D189, D221**, the S2, S4 they pronounced [/dɪs/], they changed the sound [ð] in the initial of the word, besides that based on the **D231**, the S5 also pronounced [/ðɪz/], the student changed the [s] become [z] in the middle position of the word, whereas the sound [z] it should be pronounced in word **these**. So, the correct is [/ðɪs/]. Based on the **D194**, the S3 pronounced the word **try** [/trɛɪ/], in the middle of the word, S3 changed the vowel [a] become [ɛ], so the correct pronunciation is [/traɪ/]. Based on the **D232**, S5 pronounced the word **their** [/dɛɪr/], the S5 changed the all of vowel in that word except [r], **future** [/fjuːʒər/], **D267**, S10 changed the sound [ʃ] become [ʒ] in the middle position of the word. The correct pronunciation are [/ðeər/] and [/fjuːtʃər/]. There are three kinds of error in pronunciation of the word **settle**, based on the **D242**, the S6 pronounced [/sətɛl/], the S6 changed the position of vowel [e] and [ə]. Besides that the **D224**, the S4 pronounced [/zɛtəl/], in the initial of the word S4 changed [s] become [z]. For the

word **much** there is only one student do the error in pronouncing the word. It should be pronounced [/**set**əl/]. Based on the **D229**, S5 pronounced [/**m**Λ**ts**/]. The student changed the [/**tʃ**/] become [/**t**/] and [/**s**/], in the final position of the word.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this part, the researcher gets some conclusion that related with the study of write and read the phonetic transcription committed by the fifth semester students in English and Literature Department of Adab and Humanities Faculty 2015/2016 Academic Year. In this part also present the relevant suggestions related to this research.

a. Conclusion

After analyzing the data on the findings and discussions of "Orthographic Error Committed by the Fifth Semester Students", the researcher concluded that the kinds of the orthographic Error that committed by the fifth semester students. In this research the researcher analyzed the data through Jose's theory. There were 28 words in deletion but some of that words are same but different transcription, as follows **help, able, go, to, settle, dare, their, suggest, there, near, not, wonder, and, I, dare, much, count, of, things, responsibility**, same case with deletion there are 11 words, these are **again, not, will, more, soccer, their, view, settle, things, run, wonder** in addition and the last 46 words, these are **to, soccer, not, wonder, does, this, from, view, and, how, their, suggest, the, able, away, his, responsibility, much, of, there, point, count, settle, go, run, before, able, things, try, future** in vowel change.

The researcher also determined three position of the error in orthographic transcription, they are initial, middle and final. From the three positions of the error in

writing phonetic transcription is the most error in writing is error that happen in the middle position. It happens 77 times. For the error in the initial position there are 21 times, and in the final position there are 64 times. The most error in reading phonetic transcription is in the final position, it happens for about 49 times. In the initial position is 24 times, besides that error that happens in the middle position is 42 times.

So, the researcher can conclude that the most errors that students do is vowel change, and the most positions that often have errors in writing and reading the phonetic transcription are middle and final position.

b. Suggestions

After making evaluation of the research, there are some important things that can be suggested in this research and hopefully can useful for the reader:

1. For English lecturers, as the good lecturers they have to suggest the students to have their own dictionary, or brings dictionary (Oxford Dictionary) in every meeting.
2. For students, they have to be getting the awareness about the important of having a good pronunciation and how to spell the word correctly, and hopefully this research can help to know about it.
3. For readers, they can know about the important of the English is a good pronunciation, and they can avoid the error of write or pronounce the phonetic step by step by learn or read theory in this research.
4. For the next research, the researcher hopes that they can learn more and prepare everything to make a research good and can follow up this research.



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BIOGRAPHY



My full name is Surya Dita. My friends call me Dita. I was born in Pising, April 23rd 1995. I'm 23 years old. I am the second child of 4 siblings. In 2001, I start my education in elementary school at SDN 34 Pising Watansoppeng. After graduated from elementary school. I register my self in Mts. in Yasrib Islamic Boarding School, Watansoppeng in 2007. I was so grateful can be accepted in there. Because I can get some competitions there. And also I can learn about religion deeply. After 3 years, in 2011, I continue my study there in MA. in Yasrib Islamic Boarding School, Watansoppeng. After I graduated from Yasrib Islamic Boarding School in 2013, I continue my study in UIN Alauddin Makassar and I graduated in English and Literature Department, Faculty of Adab and Humanities.

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

4. *Tenninia* *Arvonnur*

A6.2

② $\rightarrow t_n \Rightarrow t_n =$

⑤: \rightarrow not \Rightarrow not
 \rightarrow to \Rightarrow to
 \rightarrow from \Rightarrow from

⑤ $\rightarrow 2V$ $\rightarrow 2V$
 $\rightarrow 5A$ $\rightarrow 5A$
 $\rightarrow 90$ $\rightarrow 90$

M A K A S S A R

Write the phonetic transcription of 10 sentences below.

1. I will try to help you more in the near future
2. I will be able to play soccer again
3. He will not dare to run away from his responsibility
4. I wonder how much does this count from their point of view
5. I suggest you go there and try to settle things before it's too late
6. I don't know if they concluded or if they're still thinking about it
7. A good journalist will never use blackmail as an instrument
8. Nobody wants to admit that super powers are not appreciated anymore
9. I couldn't do my homework because I had to stay up and guard the house
10. I don't think they will want to show up in such a commonplace

1. aɪ wɪl traɪ tə help ju, mɔːr ɪn ðə nɪər fjuːtʃər
 2. aɪ wɪl biː əːbəl tə pleɪ səkəː əˈɡeɪn
 3. hiː wɪl nɒt deɪə tə rʌn əweɪ frəm hɪz rɪˈspɒnsəbəlɪtɪz
 4. aɪ wʌndə haʊ mʌtʃ ðɪz kaʊnts frəm ðeə pɔɪnt əv ju
 5. aɪ sədʒest ju ɡoʊ ðeə and traɪ tə seɪəl ɪŋz biːfɔː
 6. ɪz tuː leɪt

- ① da → ðə
- ② sekaɪ → səkəː
hɪs → hɪz
- ③ rɪspən.səbrɪtɪs → rɪspɒnsəbəlɪtɪz
- ④ wonder → wʌndə
mʌts → mʌtʃ
əv → əv
- ⑤ go → ɡoʊ ✓
Stel → seɪəl
tɪŋz → ɪŋz
tu → tuː

Write the phonetic transcription of 10 sentences below.

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1. aɪ wɪl traɪ tuː help juː moː(r) ɪn ðə nɪə(r) 'fjuːtʃə(r)

2. aɪ wɪl biː 'eɪbl tuː pleɪ 'sɒkə(r) ə'geɪn

3. hi wɪl nɒt deə(r) tuː rʌn ə'weɪ frəm hɪz rɪ'spɒnsəbɪlətɪ

4. aɪ wʌndə(r) haʊ mʌʃ dəz kaʊnt frəm ðeɪr poɪnt əv vaɪw

5. aɪ sə'geɪst juː ɡəʊ ðəre ən traɪ tuː sætlz 'θɪŋz bɪfə ɪt's tə leɪt

6. aɪ dɒn't nəʊ ɪf ðeɪ kən'kluːdɪd ɔː(r) ɪf ðeɪ'r stɪl θɪŋkɪŋ ə'baʊt ɪt

7. sætəl - oʊtʃəl
θɪŋ - ɪŋz

1. da → ðə

2. ʃekər → səkər

3. rɪ'spɒnsəbɪlətɪs → rɪ'spɒnsəbɪlətɪz

4. dɪz → dəz

kəʊn → haʊnt

əv → əv

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Answers!

- 1) aɪ wɪl traɪ tuː help juː moː(r) ɪn ðə nɪə(r) 'fjuːtʃə(r).
- 2) aɪ wɪl biː 'eɪbəl tuː ɹleɪ 'sɒkə(r) əˈɡeɪn.
- 3) hiː wɪl nɒt deɪə(r) tuː rʌn əˈweɪ frəm hɪz rɪˈspɒnsəˈbɪlətɪ.
- 4) aɪ wʌndə(r) haʊ mʌʃ dɪz ðɪz kaʊnt frəm ðeɪr pɔɪnt əv vjuː.
- 5) aɪ sə'dʒest juː ɡəʊ ðeə(r) ənd traɪ tuː seɪl θɪŋs bɪ'fɔː(r) ɪt's tuː leɪt.
- 6) aɪ dʊn nɒt nəʊ ɪf ðeɪ kən'kluːdɪd oʊ ðeɪ(r) ɪf ðeɪ(r) stɪl 'θɪŋkɪŋ əˈbaʊt ɪt.
- 7) eɪ ɡʊd 'dʒɜːnəlɪst wɪl 'nevə(r) juːz blækmeɪl ez ən ɪnstrəmənt.
- 8) 'nʌsbɒdi wʌnts tuː əd'mɪt ðæt 'suːpə(r) 'paʊə(r) ə(r) nɒt ə'priːʃɪət-ənɪmə(r).
- 9) aɪ kəd nɒt dʊ maɪ həʊmɜːk bɪ'kɒz aɪ həd tuː steɪ ʌp ənd ɡɑːd ðe haʊs.
- 10) aɪ dʊn nɒt θɪŋk ðeɪ wɪl wʌnt tuː ʃəʊ ʌp sɪts eɪ 'kɒmənpleɪs.

- ① da → ɪə ✓
- ② sɒkə(r) → sɒkə(r) ✓
- ③ dɪːr → deɪə / deər ✓
- ④ əlɪs → əlɪs ✓
- ⑤ ɡəʊ → ɡəʊ ✓
- set → seɪl
- things → θɪŋz
- responsability → rɪˈspɒnsəˈbɪlətɪ

Write the phonetic transcription of 10 sentences below.

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2. I will be able to play soccer again
3. He will not dare to run away from his responsibility
4. I wonder how much does this count from their point of view
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8. Nobody wants to admit that super powers are not appreciated anymore
9. I couldn't do my homework because I had to stay up and guard the house
10. I don't think they will want to show up in such a commonplace

1. /aɪ/ /wɪl/ /traɪ/ /tu:/ /help/ /ju:/ /mɔːr/ /ɪn/ /ðə/ /hiə(r)/ /fjuːtʃə(r)/
2. aɪ wɪl bi 'eɪbl tuː pleɪ 'sɒkə(r) ə'gen
3. hiː wɪl not 'deə(r) tuː rʌn ə'weɪ frəm hiː rɪ'spɒnsə'bɪlətɪz
4. aɪ wʌndə 'həʊ mʌtʃ dɪz 'sɪz kaʊnt frəm 'pɔɪnt əv juː
5. aɪ sə'dʒest juː ɡəʊ 'ðeə(r) ænd traɪ tuː 'setl sətəl
θɪŋz bi'fɔː(r) ɪt's tuː leɪt.

1. ~~more~~
2. 'səʊər ⇒ 'səʊər (vowel change)
3. naː ⇒ nat (deletion)
his ⇒ hɪz (vowel change)
- responsə'bɪlətɪz ⇒ rɪ'spɒnsə'bɪlətɪz (vowel change)
4. dɪs ⇒ dɪs (vowel change)
əv ⇒ əv (vowel change)
5. sətəl ⇒ sətəl (vowel change)

Write the phonetic transcription of 10 sentences below.

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10. I don't think they will want to show up in such a commonplace

1. aɪ wɪl traɪ tə help juː moːr ɪn ðə neə(r) fuːtʃər
2. aɪ wɪl bi ˌeɪbəl tə pleɪ ˈsɒkə(r) əɡeɪn
3. hi wɪl nɒt deɪə(r) tə rʌn əweɪ frɒm hɪz rɪspɒnsəbɪlətɪz
4. aɪ wɒndeɪ(r) haʊ dɪz ðɪz kaʊnt frɒm ðeɪ(r) pɔɪnt əv vjuː
5. aɪ sʌdʒəs juː ɡo ðeɪ(r) ɪn traɪ tə setl θɪŋz bɪfɔː(r) ɪtʃuː lɪt.

1. dɪ → ɪə

2. -

3. not → nɒt
his → hɪz

responsibilities → rɪspɒnsəbɪlətɪz

4. mʌks → mʌks
wonder → wʌndər
does → dʌz
this → ðɪz

5. suggest → sədʒəst
settle → setl
things → θɪŋz

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
KASAR

Write the phonetic transcription of 10 sentences below.

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10. I don't think they will want to show up in such a commonplace

phonetic:

1. ai will ɪraɪ help ju: moʊr ɪn (tə) nɪr fju:tʃər
2. ai will bi: əbeɪ (tʊ) əbi ˈzɒkər əˈgeɪn
3. hi: wɪl nɒt dər ˈrʌn əweɪ frɒm (hɪz) ˌrɛspɒnsəˈbɪlətɪ
4. ai (wʌndə) haʊ mʌtʃ ðɪs kaʊnts frɒm ðeɪ(r) pɔɪnt (ɒf) vju:
5. ai səˈdʒest ju: ɡo: ðeə kənˈkluːd or ɪf ðeɪ(r) stɪl: ɪŋkɪŋ əˈbaʊt

Setel [Setəl] | things

1. tu → tu: / tə
də → ɔ: X
2. ʃɒkər → sɒkər
no' → nɒt
rein → raɪn
his → hɪz
responsibility → rɛspɒnsəˈbɪlətɪ
3. sachzəft → sɒʃzəft
zetəl → setəl
→ addition → Dalam pronunciation kita berbisca masalah bunyi (s) hamper ɒ bunyikan (s) bunyikan (sy)
4. wonder → wʌndər
ɪn → ɪn
ɪs → ɪs
der → dər
ɒf → ɒf

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ANSWER

1. aɪ wɪl traɪ tuː help juː mɔː(r) ɪn ðə nɪə(r) 'fjuːtʃə
2. aɪ wɪl bi eɪbəl tuː pleɪ sɒkə(r) ə'gen
3. hiː wɪl nɒt deɪə(r) tuː rʌn ə'weɪ frəm(hɪz) rɪ'spɒnsə'bɪlətɪz
4. aɪ 'wʌndə(r) haʊ mʌtʃ dɪz ðɪz kaʊnt frəm ðeɪ(r) pɔɪnt əv juː
5. aɪ sə'dʒest juː ɡəʊ deɪə(r) ʌnd traɪ tuː 'setl̩ ðɪŋz bɪ'fɔː(r) ɪt's tuː lɛt
6. aɪ duː nɒt naʊ ɪf ðeɪ kən'kleɪdɪd ðɪz ðɪ(r) ɪf ðeɪ ɪ(r) stɪl ɪŋkɪŋ
7. aɪ ɡʊd 'dʒɜːnəlɪst wɪl 'nevə(r) juːz blækmeɪl əz ən ɪnstrəmənt

1. traɪ ⇒ traɪ
tuː ⇒ tuː / to
dɔː ⇒ ðə
nɪə(r) ⇒ nɪə(r) / nɪr

3. his ⇒ hɪz
responsibility ⇒ rɪ'spɒnsə'bɪlətɪz

2. eɪbəl ⇒ eɪbəl
tuː ⇒ tuː
sɒkə(r) ⇒ sɒkə(r)

4. mʌt ⇒ mʌt
dɪz ⇒ dɪz
frəm ⇒ frəm
əv ⇒ əv

3. nɒt ⇒ nɒt
deɪə(r) ⇒ deɪə(r) / deɪə
tuː ⇒ tuː

5. ɡəʊ ⇒ ɡəʊ
deɪə(r) ⇒ deɪə(r)
tuː ⇒ tuː
ɪŋkɪŋ ⇒ ɪŋkɪŋ

Write the phonetic transcription of 10 sentences below.

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10. I don't think they will want to show up in such a commonplace

1. aɪ wɪl traɪ fu: help ju: mo:ɹ in ðə nɛr 'fju:tʃə
2. aɪ wɪl bi: 'eɪbl fu: pleɪ 'sɔ:kət ə'geɪn
3. hi wɪl na:t der fu: rʌn ə'weɪ frəm hi: rɪ'spən-sə'bɪlɪtɪ
4. aɪ 'wʌndə haʊ mʌt dʌz ðɪs kaʊnt frəm ðer poɪnt əv vju:
5. aɪ sə'dʒest ju: goʊ ðer ən traɪ fu: 'setl θɪŋz brɪ'fɔ:t
ɪtə fu: tɛt

- ① ~~tu~~ → fu
 - ② ~~da~~ → ðə
 - ③ ~~tu~~ → fu
sɔ:kət → səkət
ə'geɪn → əgeɪn / əgeɪn
 - ④ ~~not~~ → na:t
his → hɪz
responsibility → rɪ'spən-sə'bɪlɪtɪ
- to make sure it's pronounced "2"

Write the phonetic transcription of 10 sentences below.

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10. I don't think they will want to show up in such a commonplace

Phonetic:

1. I wil traɪ tu: help ju: mo:ə m ʒe nɪə 'fju: tʃəʊ
2. I wɪl bi 'æbl tu: pleɪ 'sɔ:kə ə'geɪn
3. Hi wil na:t deɪ tu: rʌn rʌn ə'waɪ frɑ:m 'hɪs
rɪ'spɔ:nsəbɪlətɪz
4. I 'wʌndə haʊ mʌtʃ dɪz ʒɪs kʌʊnt frɑ:m
ʒeɪ pɔɪnt əf vju:
5. I sə'dʒest ju: heɪp ɡo ʒəʊ ʌnd traɪ tu: 'setl θɪŋz
bɪ'fɔ: ɪtʃ tu: leɪt
6. I dʌnt nəʊ ɪf ʒeɪ kən'klu:ded ɔ: ɪf ʒeɪ'r stɪl
'θɪŋkɪŋ əbaʊt ɪt
7. ə 'ɡʊd dʒɜ:nə'list wɪl nəvə yuz 'blækmeɪl
əz ən 'ɪnstə'ment

1. de → ʒe (Vowel change)
fu: ʒəʊ → fu: ʒəʊ (Vowel change)
2. se:kə → sa:kə (Vowel change)
3. hɪs → hɪz (Vowel change)
rɪ'spɔ:nsəbɪlətɪz → rɪ'spɔ:nsəbɪlətɪz (deletion)

1. wʌndə → wʌndə
ɔ: → əv
5. ɡo: → ɡo: (deletion)
setl → ʒeɪ
θɪŋz → θɪŋz (deletion)